DOCUMENT RESUME

ED 472 789 SE 066 716

TITLE	Wildfire Prevention Strategies.
INSTITUTION	National Wildlife Coordinating Group, Boise, ID.
REPORT NO	PMS-455
PUB DATE	1998-03-00
NOTE	113p.; Supported by Department of Agriculture and National Association of State Foresters.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC05 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Environmental Education; *Fire Protection; *Fire Science Education; *Prevention; Risk Management; *Safety
IDENTIFIERS	*Fires

ABSTRACT

This document provides information and guidance on wildfire prevention strategies. Chapters include: (1) "Introduction"; (2) "How to Use this Guide"; (3) "Fire Cause Classification"; (4) "Relative Effectiveness"; (5) "Degree of Difficulty"; (6) "Intervention Techniques"; (7) "Prevention Activities"; (8) "Sample Prevention Strategies"; and (9) "Prevention Program Evaluation". (YDS)

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ED 472 789

A Publication of the
National Wildfire Coordinating Group

Sponsored by
United States Department of Agriculture

United States Department of the Interior

National Association of State Foresters

Wildfire Prevention Strategies

PMS 455
NFES 1572

March 1998

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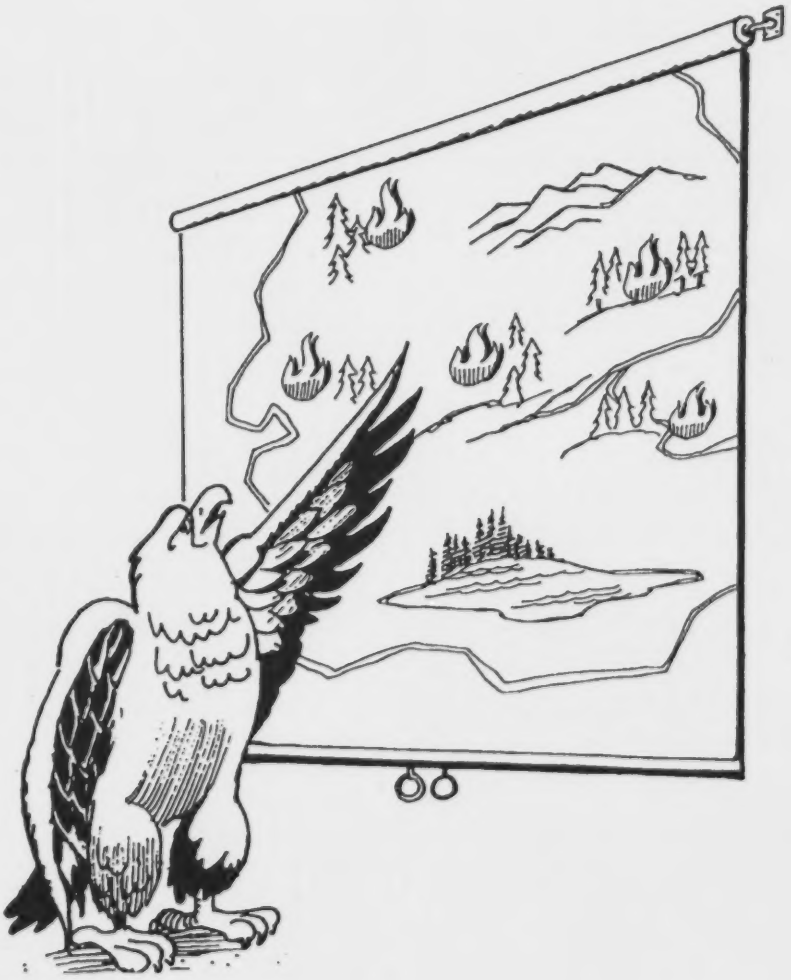
Wildfire Prevention Strategies



Preface

This Wildfire Prevention Guide is a project of the National Wildfire Coordinating Group. This is one in a series designed to provide information and guidance for personnel who have interests and/or responsibilities in fire prevention.

Each guide in the series addresses an individual component of a fire prevention program. In addition to providing insight and useful information, each guide suggests implementation strategies and examples for utilizing this information.

Each Wildfire Prevention Guide has been developed by Fire Prevention Specialists and subject matter experts in the appropriate area. The goal of this series is to improve and enhance wildfire prevention programs and to facilitate the achievement of NWCG program goals.

NWCG Wildfire Prevention Guide development:

- Conducting School Programs (1996)
- Event Management (1996)
- Wildfire Prevention Marketing (1996)
- Wildfire Prevention and the Media (1998)
- Wildfire Prevention Strategies
- Effective Wildfire Prevention Patrol
- Recreation Areas
- Exhibits and Displays
- Equipment, Industrial and Construction Operations
- Show Me Trips and Tours

Contents

1.0	Introduction	1
2.0	How To Use This Guide	3
3.0	Fire Cause Classification	7
4.0	Relative Effectiveness	11
5.0	Degree of Difficulty	13
6.0	Intervention Techniques	15
	6.1 Natural Fire	18
	6.2 Campfires	20
	6.3 Smoking	22
	6.4 Fire Use	24
	6.5 Incendiary	26
	6.6 Equipment	28
	6.7 Railroad	30
	6.8 Juveniles	32
	6.9 Miscellaneous	34
7.0	Prevention Activities	37
8.0	Sample Prevention Strategies	57
	8.1 Natural Fire	59
	8.2 Campfires	61
	8.3 Smoking	67
	8.4 Fire Use	71
	8.5 Incendiary	77
	8.6 Equipment	83
	8.7 Railroad	91
	8.8 Juveniles	95
	8.9 Miscellaneous	101
9.0	Prevention Program Evaluation	109

Introduction *1.0*

The rules are changing in the wildland fire game! Build ups of natural fuel beds and flash fuels have made today's wildland fires harder to control, expensive to suppress and a threat to the lives of firefighters and civilians. Potential wildland fire consequences now involve more than blackened acres and property loss. When today's wildland fires escape they burn with intense heat and erratic fire behavior, severely impacting and even altering ecosystems and communities and challenging their ability to recover.

Past suppression tactics and actions have been highly effective, controlling an annual average 97-98% of wildland fires in the first burning period. During the 1994 U.S. fire season, wildland suppression forces extinguished 97½% of fires during the first burning period. The 2½% that escaped became major fires with disastrous consequences. The cost of 97½% effectiveness in 1994, unfortunately was the lives of 34 dedicated line and support firefighters and approximately $1 billion in suppression costs to federal and state agencies (not including costs of natural resource and property damages and rehabilitation). The trend seems to be that while winning 97% or more of wildland fire battles, we are losing the war to large suppression costs, extensive damage to natural, cultural and personal resources, and excessive risk to the lives of our firefighters and publics.

The time has come to play differently if we want to continue to stay in the game. No longer can we afford to invest all our stakes in fire suppression forces, equipment and strategies. "Reactive" fire suppression programs must evolve into "proactive" fire management programs that effectively apply fire prevention and hazardous fuels reduction techniques to not only reduce unwanted fire ignitions, but also minimize damages and personnel exposure from escaped fires.

We can get back in the game by learning how to use an old tool better, Fire Prevention! Recent information can show us the best fire prevention techniques to use in specific situations to more effectively reduce the

damages and risks from unwanted wildland fires. For instance, this information shows how (1) recreational campfire ignitions can be reduced by nearly 80% through the implementation of patrols, user contacts and signing, (2) equipment and children caused ignitions can "easily" be reduced by 47% or more, and (3) about 50% of miscellaneously caused wildland fires (of which we are not even certain of the cause) can be reduced.

It is time to invest in "proactive" prevention methods that fight wildland fires before they start and are proven to reduce damages, losses and the threat to human life. By focusing prevention strategies and resources (fire and non-fire) and implementing integrated fire prevention programs we can now more effectively reduce wildland fire ignitions, reduce the damage to resources by unwanted wildland fires and reduce the threat to public safety.

This may mean doing old things differently, doing new things, aiming at different targets or getting "out of the rut" and working outside the comfort zone for a while. It will mean asking WHY you are doing the prevention things you're doing now, evaluating HOW they are working, determining WHAT things will affect your priority wildland fire problems and deciding WHEN they should be done. It may mean doing fewer school programs and more adult education. It may mean doing more high visibility patrolling with fire personnel. It may mean giving prevention training to non-fire personnel. It ***will*** mean better results for most prevention programs.

Use the information in this guide to assist your land manager, fire manager and prevention specialist to design and implement the most effective "proactive" program to mitigate suppression costs and losses from unwanted wildland fires.

How To Use This Guide 2.0

BEFORE YOU START

Prior to using this guide to develop a unit wildland fire prevention plan, it is recommended that an assessment of risks (ignition potential), hazards (fuel loading and topography), values (potential losses from fire) and historical fire occurrence (fire causes) be completed for the unit. This will define the priority fire prevention problem(s) and their location(s). Using accurate fire cause and location information obtained from a fire prevention assessment and then applying the process outlined in this **Wildland Prevention Strategies Guide** will facilitate development of a unit fire prevention plan that most effectively and efficiently reduces costs and losses from unwanted wildland fires. (Note: P-101 Introduction to Wildfire Prevention and P-301 Wildland Fire Prevention Planning will assist you with this effort.)

GETTING STARTED

Once the unit's priority fire causes (refer to Fire Causes 3.0) and locations of highest potential loss by wildland fire have been determined, the Relative Effectiveness 4.0 and Degree of Difficulty 5.0 tables can be used to determine the focus of the prevention activities and the degree of success that the prevention program can be expected to achieve.

APPLYING RELATIVE EFFECTIVENESS

The Relative Effectiveness 4.0 table is used to determine which types of fire prevention activities will be the most successful in mitigating individual fire cause problems. If a unit's priority fire cause is debris burning (fire use), the Relative Effectiveness table indicates that the most effective prevention plan will include (1) educational programs aimed at the debris burning target group, (2) public contact with individuals in the target group, (3) inspections of specific locations where the problem exists and (4) enforcement of regulations that limit fire use during periods of high fire danger.

WHAT'S "DEGREE OF DIFFICULTY"?

The Degree of Difficulty 5.0 table is used to determine how difficult particular fire cause problems will be to mitigate. For example, the Degree of Difficulty table indicates that the debris burning cause will respond well to the proper fire prevention activities. It can be expected that a fire prevention program containing the appropriate fire prevention activities and strategies will reduce these ignitions by 46-74% (where 74% is obtained by adding 46 [Easy] and 28 [Moderately Difficult] degrees of difficulty in the Fire Use row of the table).

In comparison, this chart also shows that Incendiary fires are less responsive to prevention strategies as easy to moderately difficult mitigation of these fires can be expected to be only 14-28% successful. This indicates that reducing more than 28% of these ignitions can be accomplished but will involve more complex and most likely more expensive fire prevention efforts.

WHAT WILL WORK THE BEST?

The Intervention Techniques 6.0 section can now be used to identify those specific prevention activities most effective upon the priority fire cause(s). In the case of debris burning (fire use) mitigation the Relative Effectiveness 4.0 table showed that education activities (targeting specific audiences and making public contacts) and enforcement activities (site inspections) would be highly effective in reducing this fire cause. The Intervention Techniques 6.0 section now helps define the specific elements of the education and enforcement fire prevention components that should be considered. This section indicates the effectiveness level of specific prevention activities by individual fire cause. This allows users to start building an effective fire prevention program by determining and selecting the most effective fire prevention activities for each priority fire cause.

BUILDING STRATEGIES

The Prevention Activities 7.0 section provides the fire manager a comprehensive listing of fire prevention activities grouped within the operational prevention components of Education, Engineering, Enforcement and Administration. The prevention activities are grouped within these categories by their implementation method or target audience.

This list is provided to assist with the selection of fire prevention activities that most effectively mitigate specific fire cause problems. The combination of these selected prevention activities targeted at a specific fire cause become fire prevention "strategies."

While selecting the appropriate prevention activities and building the fire prevention program strategies, it is time to determine how these activities and strategies can most effectively be applied. To do this, determine which prevention activities should be applied over the entire unit to increase the awareness of a large audience of a specific fire cause problem (General Actions), such as a mass media campaign on current fire conditions. Also determine which prevention activities can be more effectively targeted at specific locations and/or target groups to focus the fire prevention effect and achieve more definitive results (Specific Actions) such as public contacts and inspections in an area of numerous debris burning ignitions.

The most effective prevention programs have the proper mix of General Actions which develop awareness among a large audience and Specific Actions which effectively target priority fire causes in specific locations.

SAMPLES STRATEGIES TO CONSIDER

The Sample Prevention Strategies 8.0 section groups fire prevention activities in Section 7.0 into prevention program strategies that target the individual fire causes listed in Section 3.0.

The sample strategies in this section are intended as ***examples only!*** Remember that each fire prevention situation has unique twists and traits. Effective prevention activities and strategies will vary from area to area and

even from time to time within the same area. What works well for reducing equipment caused fires in one area may not be effective "next door." What worked well five years ago to reduce recreational fires may not do the same job with a younger audience today!

Use these sample strategies to get started if this guide indicates they will improve your fire prevention situation but change the mix to meet your individual program needs.

IS IT WORKING?

Time changes everything and sometimes even the best laid plans don't do what we expect. That's why it is important to review the cause and effect relationship of your prevention program once in a while.

The Prevention Program Evaluation 9.0 section provides some basic recommendations on how and when to evaluate the effectiveness of a fire prevention program. Use it to develop your own reviews of how things are going, what will improve the situation and to keep your program up-to-date.

Fire Cause Classifications *3.0*

Agencies all have individual methods of keeping fire cause information. The following section defines one approach and should not be considered as the only method.

The best fire reporting systems provide a simple method of data compilation with efficient retrieval capability. This provides the fire prevention planner with accurate and accessible fire cause data. Good fire cause data includes ignition cause, location, day/time and a measure of fire severity (example: size of fire, loss or damages, etc.).

Using accurate fire cause information allows a fire prevention planner to more effectively target specific ignition patterns by selecting and applying the most effective prevention strategies in the proper locations at the required times.

Notes

Fire Cause Classifications *3.0*

Fire Cause	Related Cause
(01) Natural	Lightning
	Volcanic
	Other-Known
	Other-Unknown
(02) Campfire	Cooking/Warming
	Other-Known
	Other-Unknown
(03) Smoking	Smoking Activities
(04) Fire Use	Trash Burning
	Burning Dump
	Field Burning
	Land Clearing
	Slash Burning
	Right-of-Way Burning
	Resource Mgmt Burning
	Other-Known
	Other-Unknown
(05) Incendiary	Grudge Fire
	Recurrent
	Employment
	Other-Known
	Other-Unknown
(06) Equipment	Vehicle
	Exhaust
	Brakes
	Blasting
	Power Line
	Other-Known
	Other-Unknown
(07) Railroad	Exhaust
	Brakes
	Other-Known
	Other-Unknown
(08) Juveniles	Recurrent
	Fireworks
	Ignition Devices
	Other-Known
	Other-Unknown
(09) Miscellaneous	Aircraft
	Burning Building
	Fireworks-Adult
	Other-Known
	Other-Unknown

Relative Effectiveness 4.0

A nationwide survey (1995) was conducted to determine the relative effectiveness of fire prevention activities. The following table shows the results of the survey. The table indicates the relative effectiveness of prevention activities when applied to a specific fire cause.

H = Fire prevention activity highly effective
M = Fire prevention activity moderately effective
L = Fire prevention activity less effective

	Campfire	Children	Fire Use	Equipment Use	Incendiary	Misc	Railroad	Smoking
Education - Target Specific	H	H	H	M	M	M	M	M
Education - General	M	M	M	M	L	M	L	M
Patrol	H	M	M	M	M	M	M	M
Public Contact-Individual	H	H	H	H	M	M	M	M
Public Contact - Groups	H	H	M	M	M	M	M	M
Signs	M	M	M	M	L	M	L	M
Inspections - Dispersed	M	M	M	M	L	M	M	M
Inspections - Site Specific	H	L	H	H	L	M	H	L
Engineering	M	L	M	M	L	M	M	L
Enforcement	H	M	H	H	M	M	M	M
Administration	M	M	M	M	L	L	M	L

Notes

Degree of Difficulty 5.0

The nationwide study indicated the degree of difficulty in preventing fires by specific cause. The table indicates the percent of fires by cause which are easy, moderate or difficult to prevent.

Easy = Wildfire easy to prevent (readily susceptible to fire prevention activities)

Moderate = Moderately difficult to prevent

Difficult = Hard to prevent (considerable effort is required to affect fire occurrence or fires are unpreventable)

	Easy	Moderate	Difficult
Equipment Use	47%	26%	27%
Smoking	37%	28%	35%
Campfire	53%	26%	21%
Fire Use	46%	28%	26%
Railroad	41%	22%	37%
Incendiary	14%	14%	72%
Children	47%	26%	27%
Miscellaneous	28%	23%	49%

Notes

Intervention Techniques 6.0

The following Intervention Techniques provide an effectiveness evaluation of fire prevention activities as they relate to specific fire causes. The fire prevention activities are grouped within the components of:

- Education
- Engineering
- Enforcement
- Administration

Each fire prevention component lists prevention activities. A determination is made as to the effectiveness of each activity.

The effectiveness level of the activities increases as the numbers increase from 1 to 10:

1	=	Not Applicable
2-4	=	Awareness
5-8	=	Effective
9-10	=	Highly Effective

Notes

Natural Fire - *6.1*
Intervention Techniques

Although wildfire prevention activities do not normally reduce the number of natural ignitions, education, engineering and administrative prevention strategies are effective in mitigating losses in areas with a history of natural caused ignitions.

Take for instance an area of forested hills (high hazard fuels) containing summer homes (high value resources) and experiencing severe summer thunderstorms (high risk of lightning ignitions).

An effective fire prevention program can be designed to reduce damage and losses when a lightning fire occurs in this situation. Property owners can be educated on how to reduce hazardous fuels on their property and how to build with fire safe construction materials.

Adjacent property managers can employ prevention engineering methods to reduce the threat of fires moving to privately owned property by treating hazardous fuels.

NATURAL FIRE Prevention Intervention 6.1

Related Causes: Lightning, Volcanic, Other-Known/Unknown 01

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Fire Safety Material	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Fire Safety Programs-Homeowners Planning Commissions, etc.	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Specific Campaign Development	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Train Volunteer Fire Departments	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Utilize Volunteers	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Urban Interface	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• Neighborhood Programs	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• Mass Media-Radio	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Mass Media-Written	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Mass Media-Television	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Mass Media-General	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Interagency Campaigns-CFFP, Characters	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Fire Information	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Children's Programs-Specific	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Signing	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Public Education-General	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Printed Material-Other	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• High Visibility Patrol-Public Contact	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• High Visibility Fire Prevention-Militia, Visitor Centers, etc.	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• School Programs	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Sports	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Parades	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Fairs	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Exhibits/Displays	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Internal Communication	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Bilingual Programs	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

NATURAL FIRE Prevention Intervention 6.1

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT: ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Establish Construction Activity Fire Criteria	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Notify Utilities of Fire Precautions	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Spot Check Utilities	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspection of Utilities, Power Lines, Railroads, etc.	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Campfire Safety	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Hazard Reduction (Incl. Prescribed Fire)	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Residential Evaluations/Inspections	❑	❑	❑	■	❑	❑	❑	❑	❑	❑
• Land Use Development	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

COMPONENT: ENFORCEMENT

• Fire Investigation	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Restricted Use	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Enforcement Codes/Ordinances	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Fire Precaution Regulations	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Spark Arresters	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Permits	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspections	❑	❑	❑	■	❑	❑	❑	❑	❑	❑

COMPONENT: ADMINISTRATION

• Early Warning	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Corporate Involvement	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Training	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Cooperative Fire Prevention	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Planning	❑	❑	❑	❑	■	❑	❑	❑	❑	❑

CAMPFIRE Prevention Intervention 6.2

Related Causes: Cooking/Warming Fire, Other-Known/Unknown 02
Campfire related ignitions can be reduced through effective application of education, engineering, and enforcement activities.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Fire Safety Material	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Fire Safety Programs-Homeowners Planning Commissions, etc.	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Specific Campaign Development	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Train Volunteer Fire Departments	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Utilize Volunteers	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Urban Interface	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Neighborhood Programs	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Mass Media-Radio	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Mass Media-Written	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Mass Media-Television	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Mass Media-General	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Interagency Campaigns-CFFP, Characters	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Fire Information	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Children's Programs-Specific	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Signing	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Public Education-General	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Printed Material-Other	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• High Visibility Patrol-Public Contact	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• High Visibility Fire Prevention-Militia, Visitor Centers, etc.	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• School Programs	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Sports	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Parades	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Fairs	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• Exhibits/Displays	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• Internal Communication	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Bilingual Programs	❑	❑	❑	❑	■	❑	❑	❑	❑	❑

CAMPFIRE Prevention Intervention 6.2

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT: ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Establish Construction Activity Fire Criteria	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Notify Utilities of Fire Precautions	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Spot Check Utilities	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspection of Utilities, Power Lines, Railroads, etc.	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Campfire Safety	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Hazard Reduction (Incl. Prescribed Fire)	❑	❑	❑	❑	❑	❑	❑	❑	❑	■
• Residential Evaluations/Inspections	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Land Use Development	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

COMPONENT: ENFORCEMENT

• Fire Investigation	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Restricted Use	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Enforcement Codes/Ordinances	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Fire Precaution Regulations	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Spark Arresters	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Permits	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Inspections	❑	❑	❑	❑	❑	❑	❑	■	❑	❑

COMPONENT: ADMINISTRATION

• Early Warning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Corporate Involvement	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Training	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Cooperative Fire Prevention	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Planning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

SMOKING Prevention Intervention 6.3

Related Causes: Smoking Activities 03

Smoking related ignitions can be reduced through effective application of education and enforcement strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Fire Safety Material	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Fire Safety Programs-Homeowners Planning Commissions, etc.	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Specific Campaign Development	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Train Volunteer Fire Departments	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Utilize Volunteers	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Urban Interface	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Neighborhood Programs	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Mass Media-Radio	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• Mass Media-Written	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• Mass Media-Television	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Mass Media-General	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Interagency Campaigns-CFFP, Characters	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Fire Information	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Children's Programs-Specific	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Signing	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Public Education-General	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• Printed Material-Other	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• High Visibility Patrol-Public Contact	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• High Visibility Fire Prevention-Militia, Visitor Centers, etc.	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• School Programs	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Sports	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Parades	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Fairs	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Exhibits/Displays	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Internal Communication	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Bilingual Programs	❑	❑	❑	❑	■	❑	❑	❑	❑	❑

SMOKING Prevention Intervention 6.3

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT: ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Establish Construction Activity Fire Criteria	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Notify Utilities of Fire Precautions	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Spot Check Utilities	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspection of Utilities, Power Lines, Railroads, etc.	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Campfire Safety	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Hazard Reduction (Incl. Prescribed Fire)	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Residential Evaluations/Inspections	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Land Use Development	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

COMPONENT: ENFORCEMENT

• Fire Investigation	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Restricted Use	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Enforcement Codes/Ordinances	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Fire Precaution Regulations	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Spark Arresters	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Permits	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspections	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

COMPONENT: ADMINISTRATION

• Early Warning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Corporate Involvement	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Training	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Cooperative Fire Prevention	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Planning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

FIRE USE Prevention Intervention 6.4

Related Causes: Trash Burning, Burning Dump, Field Burning, Land Clearing, Slash Burning, Right-of-Way Burning, Resource Mgmt. Burning, Other-Known/Unknown 04

Fire use related ignitions can be reduced through effective application of education and enforcement strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Fire Safety Material	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Fire Safety Programs-Homeowners Planning Commissions, etc.	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Specific Campaign Development	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Train Volunteer Fire Departments	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Utilize Volunteers	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Urban Interface	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Neighborhood Programs	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Mass Media-Radio	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Mass Media-Written	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Mass Media-Television	❑	❑	❑	❑	❑	❑	❑	❑	❑	■
• Mass Media-General	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Interagency Campaigns-CFFP, Characters	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Fire Information	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Children's Programs-Specific	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Signing	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• Public Education-General	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• Printed Material-Other	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• High Visibility Patrol-Public Contact	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• High Visibility Fire Prevention-Militia, Visitor Centers, etc.	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• School Programs	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Sports	❑	❑	❑	■	❑	❑	❑	❑	❑	❑
• Parades	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Fairs	❑	❑	❑	■	❑	❑	❑	❑	❑	❑
• Exhibits/Displays	❑	❑	❑	■	❑	❑	❑	❑	❑	❑
• Internal Communication	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Bilingual Programs	❑	❑	❑	❑	❑	❑	■	❑	❑	❑

FIRE USE Prevention Intervention 6.4

1	= Not Applicable	2-4	= Public Awareness
5-8	= Effective	9-10	= Highly Effective

COMPONENT: ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Establish Construction Activity Fire Criteria	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Notify Utilities of Fire Precautions	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Spot Check Utilities	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspection of Utilities, Power Lines, Railroads, etc.	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Campfire Safety	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Hazard Reduction (Incl. Prescribed Fire)	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Residential Evaluations/Inspections	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Land Use Development	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

COMPONENT: ENFORCEMENT

• Fire Investigation	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Restricted Use	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Enforcement Codes/Ordinances	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Fire Precaution Regulations	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Spark Arresters	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Permits	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Inspections	❑	❑	❑	❑	❑	❑	❑	❑	■	❑

COMPONENT: ADMINISTRATION

• Early Warning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Corporate Involvement	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Training	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Cooperative Fire Prevention	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Planning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

INCENDIARY Prevention Intervention 6.5

Related Causes: Grudge Fire, Recurrent (Pyromania), Other-Known/Unknown 05

Incendiary related ignitions can be reduced through effective application of education and enforcement strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Fire Safety Material	☐	☐	☐	☐	■	☐	☐	☐	☐	☐
• Fire Safety Programs-Homeowners Planning Commissions, etc.	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Specific Campaign Development	☐	☐	☐	☐	☐	☐	☐	■	☐	☐
• Train Volunteer Fire Departments	☐	☐	☐	☐	■	☐	☐	☐	☐	☐
• Utilize Volunteers	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Urban Interface	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Neighborhood Programs	☐	☐	☐	☐	☐	☐	☐	■	☐	☐
• Mass Media-Radio	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Mass Media-Written	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Mass Media-Television	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Mass Media-General	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Interagency Campaigns-CFFP, Characters	☐	☐	■	☐	☐	☐	☐	☐	☐	☐
• Fire Information	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Children's Programs-Specific	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Signing	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Public Education-General	☐	☐	■	☐	☐	☐	☐	☐	☐	☐
• Printed Material-Other	☐	☐	☐	☐	■	☐	☐	☐	☐	☐
• High Visibility Patrol-Public Contact	☐	☐	☐	☐	☐	☐	☐	■	☐	☐
• High Visibility Fire Prevention-Militia, Visitor Centers, etc.	☐	☐	☐	☐	☐	☐	☐	■	☐	☐
• School Programs	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Sports	☐	☐	☐	■	☐	☐	☐	☐	☐	☐
• Parades	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Fairs	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Exhibits/Displays	☐	☐	■	☐	☐	☐	☐	☐	☐	☐
• Internal Communication	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Bilingual Programs	☐	☐	☐	☐	■	☐	☐	☐	☐	☐

INCENDIARY Prevention Intervention 6.5

1	= Not Applicable	2-4	= Public Awareness
5-8	= Effective	9-10	= Highly Effective

COMPONENT: ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Establish Construction Activity Fire Criteria	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Notify Utilities of Fire Precautions	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Spot Check Utilities	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspection of Utilities, Power Lines, Railroads, etc.	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Campfire Safety	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Hazard Reduction (Incl. Prescribed Fire)	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Residential Evaluations/Inspections	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Land Use Development	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

COMPONENT: ENFORCEMENT

• Fire Investigation	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Restricted Use	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Enforcement Codes/Ordinances	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Fire Precaution Regulations	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Spark Arresters	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Permits	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspections	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

COMPONENT: ADMINISTRATION

• Early Warning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Corporate Involvement	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Training	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Cooperative Fire Prevention	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Planning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

EQUIPMENT Prevention Intervention 6.6

Related Causes: Brakes, Blasting, Power Lines, Other-Known/Unknown 06

Equipment related ignitions can be reduced through effective application of education, engineering, and enforcement strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Fire Safety Material	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Fire Safety Programs-Homeowners Planning Commissions, etc.	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Specific Campaign Development	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Train Volunteer Fire Departments	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Utilize Volunteers	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Urban Interface	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Neighborhood Programs	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Mass Media-Radio	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Mass Media-Written	❑	❑	■	❑	❑	❑	❑	❑	❑	❑
• Mass Media-Television	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Mass Media-General	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Interagency Campaigns-CFFP, Characters	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Fire Information	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Children's Programs-Specific	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Signing	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Public Education-General	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Printed Material-Other	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• High Visibility Patrol-Public Contact	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• High Visibility Fire Prevention-Militia, Visitor Centers, etc.	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• School Programs	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Sports	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Parades	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Fairs	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Exhibits/Displays	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Internal Communication	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Bilingual Programs	❑	❑	❑	❑	■	❑	❑	❑	❑	❑

EQUIPMENT Prevention Intervention 6.6

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT: ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Establish Construction Activity Fire Criteria	☐	☐	☐	☐	☐	☐	☐	☐	■	☐
• Notify Utilities of Fire Precautions	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Spot Check Utilities	■	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Inspection of Utilities, Power Lines, Railroads, etc.	☐	☐	☐	☐	☐	☐	☐	☐	■	☐
• Campfire Safety	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Hazard Reduction (Incl. Prescribed Fire)	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Residential Evaluations/Inspections	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Land Use Development	☐	■	☐	☐	☐	☐	☐	☐	☐	☐

COMPONENT: ENFORCEMENT

• Fire Investigation	■	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Restricted Use	☐	☐	☐	☐	☐	☐	☐	☐	■	☐
• Enforcement Codes/Ordinances	☐	☐	☐	☐	☐	☐	☐	☐	■	☐
• Fire Precaution Regulations	☐	☐	☐	☐	☐	☐	☐	☐	■	☐
• Spark Arresters	☐	☐	☐	☐	☐	☐	☐	☐	■	☐
• Permits	☐	☐	☐	☐	■	☐	☐	☐	☐	☐
• Inspections	☐	☐	☐	☐	☐	☐	☐	☐	■	☐

COMPONENT: ADMINISTRATION

• Early Warning	■	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Corporate Involvement	■	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Training	■	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Cooperative Fire Prevention	■	☐	☐	☐	☐	☐	☐	☐	☐	☐
• Planning	■	☐	☐	☐	☐	☐	☐	☐	☐	☐

RAILROAD Prevention Intervention 6.7

Related Causes: Exhaust, Brakes, Other-Known/Unknown 07
Railroad related ignitions can be reduced through effective application of engineering, and enforcement strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Fire Safety Material	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Fire Safety Programs-Homeowners Planning Commissions, etc.	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Specific Campaign Development	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Train Volunteer Fire Departments	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Utilize Volunteers	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Urban Interface	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Neighborhood Programs	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Mass Media-Radio	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Mass Media-Written	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Mass Media-Television	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Mass Media-General	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Interagency Campaigns-CFFP, Characters	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Fire Information	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Children's Programs-Specific	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Signing	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Public Education-General	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Printed Material-Other	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• High Visibility Patrol-Public Contact	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• High Visibility Fire Prevention-Militia, Visitor Centers, etc.	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• School Programs	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Sports	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Parades	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Fairs	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Exhibits/Displays	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Internal Communication	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Bilingual Programs	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

RAILROAD Prevention Intervention 6.7

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT: ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Establish Construction Activity Fire Criteria	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Notify Utilities of Fire Precautions	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Spot Check Utilities	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Inspection of Utilities, Power Lines, Railroads, etc.	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Campfire Safety	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Hazard Reduction (Incl. Prescribed Fire)	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Residential Evaluations/Inspections	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Land Use Development	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

COMPONENT: ENFORCEMENT

• Fire Investigation	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Restricted Use	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Enforcement Codes/Ordinances	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Fire Precaution Regulations	❑	❑	❑	❑	❑	❑	■	❑	❑	❑
• Spark Arresters	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Permits	❑	❑	❑	❑	❑	■	❑	❑	❑	❑
• Inspections	❑	❑	❑	❑	❑	❑	❑	❑	■	❑

COMPONENT: ADMINISTRATION

• Early Warning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Corporate Involvement	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Training	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Cooperative Fire Prevention	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Planning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

JUVENILES Prevention Intervention 6.8

Related Causes: Recurrent, Fireworks, Ignition Devices (Matches, Lighters, etc.), Other-Known/Unknown 08

Juvenile related ignitions can be reduced through effective application of education strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Fire Safety Material	❑	❑	❑	■	❑	❑	❑	❑	❑	❑
• Fire Safety Programs-Homeowners Planning Commissions, etc.	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Specific Campaign Development	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Train Volunteer Fire Departments	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Utilize Volunteers	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Urban Interface	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Neighborhood Programs	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Mass Media-Radio	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Mass Media-Written	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Mass Media-Television	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Mass Media-General	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Interagency Campaigns-CFFP, Characters	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Fire Information	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Children's Programs-Specific	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Signing	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Public Education-General	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Printed Material-Other	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• High Visibility Patrol-Public Contact	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• High Visibility Fire Prevention-Militia, Visitor Centers, etc.	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• School Programs	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Sports	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Parades	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Fairs	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Exhibits/Displays	❑	❑	❑	❑	❑	❑	❑	❑	■	❑
• Internal Communication	❑	■	❑	❑	❑	❑	❑	❑	❑	❑
• Bilingual Programs	❑	❑	❑	❑	❑	❑	❑	❑	■	❑

JUVENILES Prevention Intervention 6.8

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT: ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Establish Construction Activity Fire Criteria	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Notify Utilities of Fire Precautions	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Spot Check Utilities	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspection of Utilities, Power Lines, Railroads, etc.	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Campfire Safety	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Hazard Reduction (Incl. Prescribed Fire)	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Residential Evaluations/Inspections	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Land Use Development	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

COMPONENT: ENFORCEMENT

• Fire Investigation	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Restricted Use	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Enforcement Codes/Ordinances	❑	❑	❑	❑	■	❑	❑	❑	❑	❑
• Fire Precaution Regulations	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Spark Arresters	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Permits	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspections	❑	❑	❑	■	❑	❑	❑	❑	❑	❑

COMPONENT: ADMINISTRATION

• Early Warning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Corporate Involvement	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Training	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Cooperative Fire Prevention	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Planning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

MISCELLANEOUS Prevention Intervention 6.9

Related Causes: Aircraft, Burning Building, Fireworks (Adult), Other-Known/Unknown 09

Miscellaneous ignitions may be difficult to reduce because they do not identify a specific fire cause that can be targeted by the application of individual prevention strategies.

COMPONENT: EDUCATION

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Fire Safety Material	☐	☐	☐	☐	■	☐	☐	☐	☐	☐
• Fire Safety Programs-Homeowners Planning Commissions, etc.	☐	☐	■	☐	☐	☐	☐	☐	☐	☐
• Specific Campaign Development	☐	☐	☐	■	☐	☐	☐	☐	☐	☐
• Train Volunteer Fire Departments	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Utilize Volunteers	☐	■	☐	☐	■	☐	☐	☐	☐	☐
• Urban Interface	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Neighborhood Programs	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Mass Media-Radio	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Mass Media-Written	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Mass Media-Television	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Mass Media-General	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• Interagency Campaigns-CFFP, Characters	☐	☐	■	☐	☐	☐	☐	☐	☐	☐
• Fire Information	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Children's Programs-Specific	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Signing	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Public Education-General	☐	☐	☐	☐	■	☐	☐	☐	☐	☐
• Printed Material-Other	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• High Visibility Patrol-Public Contact	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• High Visibility Fire Prevention-Militia, Visitor Centers, etc.	☐	☐	☐	☐	☐	☐	■	☐	☐	☐
• School Programs	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Sports	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Parades	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Fairs	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Exhibits/Displays	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Internal Communication	☐	■	☐	☐	☐	☐	☐	☐	☐	☐
• Bilingual Programs	☐	■	☐	☐	☐	☐	☐	☐	☐	☐

MISCELLANEOUS Prevention Intervention 6.9

1 = Not Applicable	2-4 = Public Awareness
5-8 = Effective	9-10 = Highly Effective

COMPONENT: ENGINEERING

	Effectiveness Level									
	1	2	3	4	5	6	7	8	9	10
• Establish Construction Activity Fire Criteria	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Notify Utilities of Fire Precautions	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Spot Check Utilities	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Inspection of Utilities, Power Lines, Railroads, etc.	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Campfire Safety	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Hazard Reduction (Incl. Prescribed Fire)	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Residential Evaluations/Inspections	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Land Use Development	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

COMPONENT: ENFORCEMENT

• Fire Investigation	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Restricted Use	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Enforcement Codes/Ordinances	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Fire Precaution Regulations	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Spark Arresters	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Permits	❑	❑	❑	❑	❑	❑	❑	■	❑	❑
• Inspections	❑	❑	❑	❑	❑	❑	❑	■	❑	❑

COMPONENT: ADMINISTRATION

• Early Warning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Corporate Involvement	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Training	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Cooperative Fire Prevention	■	❑	❑	❑	❑	❑	❑	❑	❑	❑
• Planning	■	❑	❑	❑	❑	❑	❑	❑	❑	❑

Notes

Prevention Activities *7.0*

The purpose of this section is to provide the wildland fire managers a variety of possible strategies or treatments in designing an effective prevention program. Keep in mind that this list is ***not*** all inclusive and that prevention activities/actions, not on this list may also prove to be effective. Also be aware that these activities/actions can be grouped to form effective wildfire prevention strategies.

This section lists fire prevention activities/actions that have proven to be successful in reducing ignitions and losses from wildland fires when applied effectively in the appropriate situations.

These prevention activities/actions can be applied at different levels. As an example, a number of "education" prevention activities such as media messages, school programs, public displays, etc., may be designed to increase awareness of a large target group over a widespread area. They are called "General Actions" and include prevention activities/actions that have application throughout an agency unit (example: park, forest, etc.). Since General Actions do not usually target specific fire causes nor individual user groups, it is difficult to quantify their effectiveness.

"Specific Actions" refer to those prevention activities/actions that target specific fire causes in a localized area. An example of using Specific Actions would be signing, patrolling and fireproofing a recreation area that has a history of escaped campfires. Specific Actions are more focused than General Actions and their effort is easier to see and quantify.

These activities are listed within the prevention components of Education, Engineering, Enforcement and Administration and are then grouped by their application method.

Notes

Prevention Activities

I. EDUCATION

Those activities that are aimed at changing people's behavior by awareness and knowledge.

A. Community Fire Safe

- ☐ Provide fire safe video distribution to other agencies/ associations.
- ☐ Provide homeowner fire safety material as requested.
- ☐ Conduct fire safety programs with homeowner's associations.
- ☐ Conduct/participate in local town meetings.
- ☐ Conduct fire prevention public education programs with local service clubs.
- ☐ Participate with local county planning commissions.
- ☐ Provide training for volunteer fire departments in public education.
- ☐ Coordinate activities in a "Fire Awareness Time" annual campaign (spring clean-up, weed abatement program).
- ☐ Coordinate activities in a "Fall Fire Safety" annual campaign (wood stoves, flue, smoke alarms).
- ☐ Develop guidelines for field use on working with service clubs, V.I.P.'s, and community involvement programs.

- ☐ Implement programs such as Neighborhood Watch, Junior Forest Ranger and Fire Safe programs.

B. Mass Media - Television

- ☐ Prepare seasonal PSA's/interviews for local use.
- ☐ Coordinate efforts with fire prevention cooperators to develop television public service announcements.
- ☐ Monitor and facilitate the national CFFP/AD Council program with local stations.
- ☐ Utilize effective fire information procedures/systems during incidents while stressing the importance of increased fire prevention efforts.
- ☐ Conduct afternoon local T.V. talk shows.
- ☐ Continue presenting rotating fire prevention messages on cable T.V.

C. Mass Media - Written/Radio

- ☐ Provide local radio PSA's to appropriate stations.
- ☐ Provide local written media with timely news releases.
- ☐ Develop a schedule of fire prevention activities/events/seasons and prepare news releases to be used on a scheduled basis.
- ☐ Conduct Children's Contest PSA.
- ☐ Provide local written media with timely news releases.
- ☐ Provide the written media with annual CFFP/AD Council packages/kit.

D. Mass Media - General

- ☐ Public Meetings – Participate with City Councils, County Commissioners to proclaim Fire Prevention Week.
- ☐ Develop a system to incorporate roadside billboard signing in selected areas.
- ☐ Develop a fire prevention home page on the internet.

E. Public Awareness Through Electronic Media (Audio Visual)

- ☐ Incorporate fire prevention messages into existing and future popular audio/visual programming.
  - ☐ Pre-school (3-5 years old): Incorporate fire prevention messages into existing and future popular audio/visual programming.
  - ☐ K-6 (5-12 years old): Utilize the current hero image in transmitting the fire prevention message, i.e., movie and T.V. heroes and sports figures.
  - ☐ 7-12 (12-17 years old): Utilize the current hero and popular personalities via music videos, records, CD's, cassettes, radio and sports.
  - ☐ Adult (18+ years old): Utilize the popular personalities.

F. Signing

- ☐ Develop and update annually a fire prevention sign plan that describes:

  Sign locations (highway, roadside, etc.)
  Sign standards (size, configuration)
  Types of messages (seasonally)

Maintenance responsibility
Procurement procedures

- ☐ Install fire prevention signing at points of significant interest.
- ☐ Implement a highway rest stop fire prevention signing program.
- ☐ Implement a highway rest area/visitor information center fire prevention display program.
- ☐ Repair and maintain existing signs.
- ☐ Design and produce cause specific signing.

G. Fire Prevention High Visibility Public Contact

- ☐ Establish engine patrol routes and implement on a needed basis, i.e., holidays, high use periods and weekends.
- ☐ Develop a hunter assistance patrol program to include fire prevention messages.
- ☐ Implement high visibility fire prevention efforts in the following areas:
  - ☐ Fire prevention patrol
  - ☐ Visitor center fire prevention
  - ☐ Organizational militia approach to fire prevention

H. Agency Printed Material

- ☐ Evaluate all printed material (brochures, flyers, etc.) to determine if adequate fire prevention considerations are being displayed.
- ☐ Develop a review system to ensure fire management input into reprints/new printing of all documents.

- ☐ Determine if new material is needed to deal with specific fire management issues and arrange for production.
- ☐ Participate in a local fire council newspaper fire awareness insert project.
- ☐ Review existing publications (evaluate, update, and re-publish) as needed.
- ☐ Inventory, plan, and evaluate future publication needs and develop a timeline for completion.
- ☐ Develop publication standards and guidelines, and control procedures for future publications or revised publications.
- ☐ Pre-school (3-5 years): Develop the fire prevention message in updated coloring and story books.
- ☐ K-6 (5-12 years): Implement new and innovative printed material such as comic books, posters, stickers, etc. Consider utilization of the same themes as electronic media.
- ☐ 7-12 (12-17 years): Same as K-6 but expand into teen-type magazines, stickers, posters, etc.
- ☐ Adult (18+ years): Same method as others but utilize such symbols as bilingual, international, newspapers, magazines, posters, etc. Consider same themes as electronic media.
- ☐ Utilize fire prevention materials, such as:
  - ☐ Defensible Space
  - ☐ Home Fire Protection Guide
  - ☐ Fire Awareness Guide for Homeowners
  - ☐ Fire Risk Rating for Homeowners in the Wildland Urban Interface

I. Teenage – Young Adult Fire Prevention

- ☐ Develop a fire prevention program geared toward teenagers and young adults.
- ☐ Participate in a fire awareness program and career day activities at local intermediate schools.

J. Public Education – General

- ☐ Develop an organized effort, and provide "co-op" coordination for fire education activities associated with fire prevention characters.
- ☐ Conduct the following prevention programs/contacts with local schools in/or adjacent to priority areas (w/cooperators):
  - ☐ Kid Kit for Fire Safety
  - ☐ Team teaching
  - ☐ Conduct outdoor fire safety programs (campfire safety)
  - ☐ Monitor/facilitate school fire safety curriculum
  - ☐ Develop wildfire information programs for high school/ junior high school levels (i.e., school trading cards/ posters)
- ☐ Continue the use of Smokey and the American Cowboy as a prevention tool.
- ☐ Participate in interagency education programs to maintain high visibility of the fire prevention effort. These are programs such as: Smokey Bear (CFFP), Smokey Sports, parades, fairs, and displays.
- ☐ Develop unique fire prevention campaigns.
- ☐ Develop a homeowner fire safe practices education program.

- ☐ Actively participate in local Fire Prevention Week promotions.
- ☐ Conduct hunter safety sessions and stress fire prevention.
- ☐ Develop a proposal/plan to utilize local area celebrities to promote wildfire prevention efforts.
- ☐ Participate in educational programs to maintain high visibility of the fire prevention effort. These are programs such as:
  - ☐ Little League/soccer
  - ☐ Smokey Bear (CFFP)
  - ☐ Smokey Sports
  - ☐ Parades
  - ☐ Fairs
  - ☐ Displays
  - ☐ Service clubs
- ☐ Conduct fire protection presentations to various local agencies.
- ☐ Consider other fire prevention activities, such as:
  - ☐ Fire Prevention Week - mall display
  - ☐ Oil & gas show
  - ☐ Recreation & boat show
  - ☐ Utilize campground hosts in fire prevention
  - ☐ Provide group tours of the fire facility
  - ☐ Increase public contact by recreation technicians
  - ☐ Provide fire prevention information at public rooms
  - ☐ Conventions of conservation type groups
  - ☐ Children's festival
  - ☐ Hunter safety booth
- ☐ Conduct outdoor Fire Safety programs, such as:
  - ☐ Campground talks
  - ☐ Hunter stations

- ☐ Visitor centers
- ☐ Check stations
- ☐ Reception areas

☐ Consider additional school/youth educational activities with the following:

- ☐ Environmental education (4th grade)
- ☐ Day care centers
- ☐ Intermediate schools
- ☐ Fishing clinics
- ☐ Indian reservations
- ☐ Boy/Girl Scouts

K. Internal Communication

☐ Implement an agency internal communication system to ensure that employees know existing and predicted conditions such as protection strength, fire weather, fire activity and planned activities.

L. School Programs and Team Teaching

☐ Develop a training package (slide/tapes and guidebook) to provide uniformity to team teaching.

☐ Update existing team teaching programs.

☐ Update existing individualized learning kits for K-3.

☐ Develop an elementary fire prevention education program for computer application covering grades 4-6.

☐ Develop an intermediate fire prevention education program for computer application covering grades 7-9.

- ☐ Develop an advanced education program for computer application covering grades 10-12.

- ☐ Work with the Department of Education to rebuild rapport for fire prevention programs.

- ☐ Develop guides for teachers for implementing fire prevention into their classrooms.

- ☐ Provide a method for teacher training.

- ☐ Develop a bilingual team teaching program.

M. Pre-School Fire Prevention

- ☐ Develop an education kit to include visual aids, fire prevention messages, conservation messages, instructor's guide and employee's guide for presentation of materials. "Education Kit" could include 1) puppet show script and instructions; 2) development of a fire prevention game; 3) development of a coloring book to incorporate fire prevention rules.

N. Character Appearance

- ☐ Conduct Smokey Bear and other character appearances, programs and other uses as per standard guidelines.

O. Wildfire Prevention Guides

- ☐ Develop a Wildfire Prevention Guide for use by all employees.

P. Non-Traditional Fire Prevention: Multi-Cultural

- ☐ Incorporate bilingual presentations into school programs as appropriate.

- ☐ Develop bilingual written fire prevention, such as:
  - ☐ Team teaching
  - ☐ Special use Permits
  - ☐ Dispersed camping
  - ☐ Fire regulations

II. ENGINEERING

Engineering is an activity designed to shield an ignition source (e.g., spark arrester) or remove the fuel which could ignite from a spark or fire brand (clearance around a home).

A. Power Lines / Construction Projects / Special Use

- ☐ Monitor/enforce all construction activities.
- ☐ Notify all power line utilities, in writing, of fire prevention requirements.
- ☐ Complete spot checks for compliance.
- ☐ Complete physical inspections of all power lines in hazardous fire areas.

B. Hazard Reduction

- ☐ Install and maintain campground fire pits/grates.
- ☐ Establish fuelbreak in the high risk/hazard areas.
- ☐ Complete prescribed burning of piles, debris, and slash.
- ☐ Develop an area hazard reduction program to address dispersed and developed recreation sites, hunter camps, turnouts, and places of concentrated public use and population zones.

- ☐ Fire management will provide input into all recreation area/ campground development projects.
- ☐ Inspect agency facilities for fire hazards and hazard reduction needs.
- ☐ Inventory undeveloped sites and hazard areas, and complete necessary hazard reduction.
- ☐ Evaluate the use of prescribed fire to reduce hazards in high use/value areas.
- ☐ Contact highway/road departments to complete/coordinate highway reduction projects. Meet with all appropriate agencies (pre-season) to prioritize projects.
- ☐ Ensure agency owned/maintained roads/facilities are inspected and maintained.

C. Railroads

- ☐ Coordinate with cooperating agencies to annually inform the railroad companies of right-of-way clearance requirements and fire prevention measures.
- ☐ Complete spots checks on the right-of-way to ensure compliance.

D. Wildland-Urban Interface

- ☐ Formalize a residential fire safe evaluation plan with the fire prevention cooperatives.
- ☐ Participate in fire safe evaluations as requested.

- ☐ Coordinate land use development with county planning and zoning committees. Provide information/recommendation on fire safe practices in affected areas.

- ☐ Provide for fire safe inspections to residential sites.

E. Spark Arresters

- ☐ Conduct inspections on all internal combustion equipment on timber sale activities.

F. Campfire Safety

- ☐ Issue campfire permits as appropriate.

- ☐ Implement a campfire safety program, such as:

  - ☐ Campfire safety handouts
  - ☐ Stake campfire rings at dispersed sites.

III. ENFORCEMENT

The activities used to gain compliance with fire regulations and ordinances.

A. Fire Investigation

- ☐ Continue a fire investigation program to provide adequate fire cause determination.

- ☐ All initial attack personnel will receive observation/point of origin/cause determination training (Introduction to Fire Investigation).

- ☐ Provide wildfire origin and cause determination training to all initial attack Incident Commanders.

- ☐ Investigate all human caused fires and process trespass actions when appropriate.

- ☐ Evaluate the district fire investigation program to develop recommendations:

  - ☐ Roles and responsibilities
  - ☐ Staffing levels
  - ☐ Training requirements
  - ☐ Trespass effectiveness

- ☐ Provide advanced fire investigation training to law enforcement officers.

B. Fireworks

- ☐ Consider implementation of restricted use by issuing a Fireworks Prohibited Order.

- ☐ Post appropriate signs in HIGH risk areas, per the approved sign plan.

- ☐ Issue news releases, per the media contact list.

- ☐ Increased patrols in priority areas.

- ☐ Coordinate all special activities with cooperators.

- ☐ Participate with local cooperators in fireworks fire prevention. Activities will include:

  - ☐ Increased high visibility patrols
  - ☐ Post additional signs in hazardous areas
  - ☐ Enforce existing restrictions
  - ☐ Conduct door-to-door fire prevention campaign
  - ☐ Provide for Neighborhood Watch presentations
  - ☐ Smokey patrol on fire trucks

- ☐ Consider implementation of restricted use by issuing a fireworks prohibited order.

C. Public Use Restrictions / Closures

- ☐ Coordinate all fire restrictions and closures with cooperating agencies.
- ☐ Establish fire restriction orders (i.e., campfires, fireworks).
- ☐ Implement industrial fire precaution criteria.
- ☐ Issue Closed Area Activity permits as appropriate.
- ☐ Revise and issue Public Use Restriction/Closure Orders/plan as needed.

D. Permits

- ☐ Review fire precaution criteria in all special use permits to ensure adequate fire safe considerations.
- ☐ Issue cutting/welding/burning permits on public land, as required by regulation requirements and measurement direction.
- ☐ Continue issuance of the campfire permits, where applicable.
- ☐ Coordinate the training and issue permits to appropriate personnel, to ensure proper issuing techniques and application prior to fire season.
- ☐ Coordinate fire precaution criteria in all special use permits for leases, power lines, exploration, etc.

E. ***Spark Arresters***

- ☐ Provide Spark Arrester inspections when fuelwood permit field checks are conducted.
- ☐ Provide Spark Arrester Guides to all appropriate employees.
- ☐ Authorized personnel will inspect equipment and off-highway vehicles for legal spark arresters routinely, in applicable areas.
- ☐ Individuals responsible for spark arrester inspections will be provided training and spark arrester guides.
- ☐ Authorized personnel will issue warnings, and/or terminate the activity.
- ☐ In areas of concentrated use, interagency task force activity will be implemented and take necessary actions.

F. ***Shooting***

- ☐ Personal contact will be done in all appropriate areas.
- ☐ Personnel will be trained in the risk of fire ignitions by special ammunition.

G. ***Industrial Operations***

- ☐ Implement standards and guidelines for all industrial operations.
- ☐ Administer an "Industrial Fire Precaution Level" program.

IV. ADMINISTRATION

Those activities that are required to maintain a fire prevention program.

A. Early Warning

☐ High fire danger conditions which include, but are not limited to, the following, will require additional strategies:

- ☐ Spring/fall seasons
- ☐ Low fuel moisture
- ☐ Extreme burning index
- ☐ Dry lightning
- ☐ Depleted initial attack capabilities (resource drawdown)
- ☐ Going fires
- ☐ Red flag weather conditions

The above indicators will require consideration of the following measures:

- ☐ Additional staffing
- ☐ Pre-positioning of resources
- ☐ Increased detection
- ☐ Patrols
- ☐ Media applications

B. Corporate Involvement

☐ Pursue corporate sponsorships/partnerships to enhance local fire prevention programs.

C. Fire Prevention Training

☐ Provide "Introduction to Fire Prevention" training (P-101) for selected employees.

- ☐ Specific skill requirements will be developed and specialized training will be provided; i.e., spark arrester, signs, permits.

- ☐ Develop specific skill requirements by position, and provide specialized training required for these positions (examples, campfire permits, spark arresters, power lines, fire prone property, shooting, etc.).

- ☐ Train volunteers and agency militia in fire prevention to complete selected fire prevention activities.

- ☐ Develop a Basic Fire Prevention Guide for employees.

D. Volunteers in Prevention (V.I.P.'s)

- ☐ Conduct a feasibility study to determine if volunteers can be effective to conduct selected fire prevention activities. This includes both internal and external people.

- ☐ Recruit/train volunteers in fire prevention to complete selected fire prevention activities.

E. Cooperative Fire Prevention

- ☐ Prepare a fire prevention action plan/expectations, to be included in all operating plans with cooperating agencies. This will provide direction as to the fire prevention objectives.

- ☐ Develop a feasibility study to determine if the implementation of an Interagency Fire Prevention Committee would be appropriate.

F. Inventory of Available Fire Prevention Resources

- ☐ Develop an inventory of academic opportunities of all training, workshops, and seminars to be published annually.

- ☐ Provide a catalog of training and informational aids, materials, documents, etc., and provide for distribution at three locations in the state.

- ☐ Prepare and update annually a directory of multi-agency fire prevention specialists to include identification and subject matter expertise.

G. Fire Prevention Planning

- ☐ Maintain an updated wildfire prevention plan.

- ☐ Maintain appropriate fire cause information and atlas.

- ☐ Complete the fire prevention workload analysis.

- ☐ Develop a system to utilize the fire prevention assessment and plan, and the workload analysis.

Sample Prevention Strategy *8.0*

This section combines the wildfire prevention activities from Section 7.0 to demonstrate how these activities may be grouped to form prevention strategies that most effectively target and reduce specific fire cause ignitions and reduce losses from wildland fires.

It is important that accurate fire occurrence records are available as these strategies target specific fire causes. For example, if a unit's major fire cause is Miscellaneous it is difficult to determine which prevention actions and strategies would be most effective in reducing fire causes. On the other hand, a unit with accurate knowledge of fire causes, locations and dates can design an effective fire prevention program which targets the priority fire causes in specific locations when appropriate.

Notes

NATURAL FIRE Prevention Strategy 8.1

Related Causes:	Lightning, Volcanic, Other-Known/Unknown	01

I. EDUCATION

Those activities that are aimed at changing people's behavior by awareness and knowledge.

A. Community Fire Safe

1. Conduct fire prevention public education programs with local service clubs.
2. Provide homeowner fire safety material.
3. Coordinate activities in a "Fire Awareness Time" annual campaign (spring clean-up, weed abatement program).

B. Mass Media - Television

1. Prepare seasonal PSA's for local use.

C. Fire Prevention High Visibility Public Contact

1. Establish patrol routes and implement when events occur.

D. Agency Printed Material

1. Evaluate printed material to determine if adequate information is available to persons exposed to this threat.
2. Utilize fire prevention material.

II. ENGINEERING

A. Hazard Reduction

1. Establish fuelbreaks in lightning prone areas.

2. Evaluate the use of prescribed fire to reduce hazards in lightning prone areas.

B. Wildland-Urban Interface

1. Provide public education and fire safe evaluations in lightning prone areas.

CAMPFIRES Prevention Strategy 8.2

Related Causes:	Cooking/Warming Fire, Other-Known/Unknown	02

I. EDUCATION

Those activities that are aimed at changing people's behavior by awareness and knowledge.

A. Community Fire Safe

1. Conduct fire prevention public education programs with local service clubs.

2. Provide training for volunteer fire departments in public education.

3. Coordinate activities in a "Fire Awareness Time" annual campaign (spring clean-up, weed abatement program).

B. Mass Media - Television

1. Prepare seasonal PSA's/interviews for local use.

2. Coordinate efforts with fire prevention cooperators to develop a television public service announcement on campfire safety.

3. Monitor and facilitate the national CFFP/AD Council program with local stations.

4. Utilize effective fire information procedures/systems during incidents while stressing the importance of increased fire prevention efforts.

5. Conduct afternoon local T.V. talk shows.

6. Continue presenting rotating fire prevention messages on cable T.V.

C. Mass Media - Written/Radio

1. Provide local radio PSA's to appropriate stations.

2. Provide local written media with timely news releases.

3. Provide the written media with annual CFFP/AD Council packages/kit.

D. Signing

1. Install fire prevention signing at points of significant interest.

2. Repair and maintain existing signs.

3. Design and produce cause specific signing.

E. Fire Prevention High Visibility Public Contact

1. Establish engine patrol routes and implement on a needed basis, i.e., holidays, high use periods and weekends.

2. Develop a hunter assistance patrol program to include fire prevention messages.

F. Agency Printed Material

1. Determine if new material is needed to deal with specific fire management issues and arrange for production.

G. Teenage – Young Adult Fire Prevention

1. Develop a fire prevention program geared toward teenagers and young adults.

H. Public Education – General

1. Conduct the following prevention programs/contacts with local schools in/or adjacent to priority areas (w/ cooperators):

    - Conduct outdoor fire safety programs (campfire safety)

2. Participate in Interagency education programs to maintain high visibility of the fire prevention effort. These are programs such as: Smokey Bear (CFFP), Smokey Sports, parades, fairs, and displays.

3. Develop unique campfire fire prevention campaign.

4. Conduct hunter safety sessions and stress fire prevention.

5. Consider other fire prevention activities, such as:

    - Fire Prevention Week - displays
    - Recreation & boat show
    - Utilize campground hosts in fire prevention
    - Increase public contact by recreation technicians
    - Provide fire prevention information at public rooms
    - Hunter safety booth

6. Conduct outdoor fire safety programs, such as:

   - Campground talks
   - Hunter stations
   - Visitor centers
   - Check stations
   - Reception areas

7. Consider additional school/youth educational activities with the following:

   - Intermediate schools
   - Fishing clinics
   - Indian reservations
   - Boy/Girl Scouts

II. ENGINEERING

Engineering is an activity designed to shield an ignition source (e.g. spark arrester) or remove the fuel which could ignite from a spark or fire brand (clearance around a home).

A. Hazard Reduction

1. Install and maintain campground fire pits/grates.

2. Develop an area hazard reduction program to address dispersed and developed recreation sites, hunter camps, turnouts, and places of concentrated public use and population zones.

3. Inventory undeveloped sites and hazard areas, and complete necessary hazard reduction.

B. Campfire Safety

1. Issue campfire permits as appropriate.

2. Implement a campfire safety program, such as:

   - Campfire safety handouts
   - Stake campfire ring sites at dispersed recreation areas

III. ENFORCEMENT

The activities used to gain compliance with fire regulations and ordinances.

A. Public Use Restrictions / Closures

1. Coordinate all fire restrictions and closures with cooperating agencies.

2. Establish fire restriction orders (i.e., campfires, fireworks).

B. Permits

1. Continue issuance of the campfire permits, where applicable.

2. Coordinate the training and issue permits to appropriate personnel, to ensure proper issuing techniques and application prior to fire season.

IV. ADMINISTRATION

Those activities that are required to maintain a fire prevention program.

A. Fire Prevention Planning

1. Maintain an updated wildfire prevention plan.
2. Maintain appropriate fire cause information and atlas.
3. Participate in wildfire prevention committees.
4. Train for non-fire personnel.

SMOKING Prevention Strategy 83

Related Causes: Smoking Activities 03

I. EDUCATION

Those activities that are aimed at changing people's behavior by awareness and knowledge.

A. Community Fire Safe

1. Conduct fire prevention public education programs with local service clubs.

2. Provide training for volunteer fire departments in public education.

B. Mass Media - Television

1. Prepare seasonal PSA's/interviews for local use.

C. Mass Media - Written/Radio

1. Provide local radio PSA's to appropriate stations.

2. Provide local written media with timely news releases.

3. Provide the written media with annual CFFP/AD Council packages/kit.

D. Signing

1. Install fire prevention signing at points of significant interest.

2. Implement a highway rest stop fire prevention signing program.

3. Implement a highway rest area/visitor information center fire prevention display program.

4. Repair and maintain existing signs.

5. Design and produce cause-specific signing.

E. Fire Prevention High Visibility Public Contact

1. Establish engine patrol routes and implement on a needed basis, i.e., holidays, high use periods and weekends.

2. Develop a hunter assistance patrol program to include fire prevention messages.

F. Agency Printed Material

1. Evaluate all printed material (brochures, flyers, etc.) to determine if adequate fire prevention considerations are being displayed.

2. Determine if new material is needed to deal with specific fire management issues and arrange for production.

G. Public Education – General

1. Develop unique fire prevention campaigns.

2. Actively participate in local Fire Prevention Week promotions.

3. Conduct hunter safety sessions and stress fire prevention.

4. Conduct outdoor fire safety programs, such as:

- Campground talks
- Hunter stations
- Visitor centers
- Check stations
- Reception areas

H. Non-Traditional Fire Prevention: Multi-Cultural

1. Develop bilingual written fire prevention, such as:

- Smoking safety

II. ENGINEERING

Engineering is an activity designed to shield an ignition source (e.g. spark arrester) or remove the fuel which could ignite from a spark or fire brand (clearance around a home).

A. Hazard Reduction

1. Develop an area hazard reduction program to address dispersed and developed recreation sites, hunter camps, turnouts, and places of concentrated public use and population zones

2. Maintain this hazard reduction program in areas that are frequented and used by smokers. Provide "Smoke Here" areas if necessary.

III. ENFORCEMENT

The activities used to gain compliance with fire regulations and ordinances.

A. Fire Investigation

1. Continue a fire investigation program to provide adequate fire cause determination.

2. All initial attack personnel will receive observation/point of origin/cause determination training (Fire Cause and Determination P-151).

B. Public Use Restrictions / Closures

1. Coordinate all fire restrictions and closures with cooperating agencies.

2. Establish fire restriction orders (i.e., campfires, fireworks, smoking in designated areas only, etc.).

3. Revise and issue Public Use Restriction/Closure Orders/ plan as needed.

IV. ADMINISTRATION

Those activities that are required to maintain a fire prevention program.

A. Fire Prevention Planning

1. Maintain an updated wildfire prevention plan.

2. Maintain appropriate fire cause information and atlas.

3. Participate in wildfire prevention committees.

4. Train for non-fire personnel.

FIRE USE Prevention Strategy 8.4

Related Causes:	Trash Burning, Burning Dump, Field Burning, Land Clearing, Slash Burning, Right-of-Way Burning, Resource Mgmt. Burning, Other-Known/Unknown	04

I. EDUCATION

Those activities that are aimed at changing people's behavior by awareness and knowledge.

A. Community Fire Safe

1. Provide homeowner fire safety material as requested.
2. Conduct fire safety programs with homeowner's associations.
3. Conduct/participate in local town meetings.
4. Conduct fire prevention public education programs with local service clubs.
5. Provide training for volunteer fire departments in public education.
6. Coordinate activities in a "Fire Awareness Time" annual campaign (spring clean-up, weed abatement program).
7. Coordinate activities in a "Fall Fire Safety" annual campaign (wood stoves, flue, smoke alarms).
8. Implement programs such as Neighborhood Watch, Junior Forest Ranger and Fire Safe programs.

B. Mass Media - Television

1. Prepare seasonal PSA's/interviews for local use.

2. Coordinate efforts with fire prevention cooperators to develop television public service announcements.

3. Coordinate media contacts with cooperating agencies.

4. Continue presenting rotating fire prevention messages on cable T.V.

C. Mass Media - Written/Radio

1. Provide local radio PSA's to appropriate stations.

2. Provide local written media with timely news releases.

3. Develop a schedule of fire prevention activities/events/ seasons and prepare news releases to be used on a scheduled basis.

4. Provide the written media with annual CFFP/AD Council packages/kit.

D. Signing

1. Develop and update annually a fire prevention sign plan that describes:

   - Sign locations (highway, roadside, etc.)
   - Sign standards (size,'configuration)
   - Types of messages (seasonally)
   - Maintenance responsibility
   - Procurement procedures

2. Install fire prevention signing at points of significant interest.

3. Repair and maintain existing signs.

4. Design and produce cause specific signing.

E. Fire Prevention High Visibility Public Contact

1. Establish engine patrol routes and implement on a needed basis, i.e., holidays, high use periods and weekends.

2. Implement high visibility fire prevention efforts in the following areas:

   - Fire prevention patrol
   - Visitor center fire prevention
   - Organizational militia approach to fire prevention

F. Agency Printed Material

1. Determine if new material is needed to deal with specific fire management issues and arrange for production.

2. Participate in a local fire council newspaper fire awareness insert project.

3. Utilize fire prevention materials, such as:

   - Defensible Space
   - Home Fire Protection Guide
   - Fire Awareness Guide for Homeowners

G. Public Education – General

1. Develop unique fire prevention campaigns.

2. Develop a homeowner fire safe practices education program.

3. Actively participate in local Fire Prevention Week promotions.

4. Participate in educational programs to maintain high visibility of the fire prevention effort. These are programs such as:

   - Fairs
   - Displays
   - Service clubs

5. Conduct outdoor fire safety programs, such as:

   - Visitor centers
   - Reception areas

II. ENGINEERING

Engineering is an activity designed to shield an ignition source (e.g. spark arrester) or remove the fuel which could ignite from a spark or fire brand (clearance around a home).

A. Hazard Reduction

1. Establish fuelbreak in the high risk/hazard areas.

B. Wildland-Urban Interface

1. Formalize a residential fire safe evaluation plan.

2. Provide for fire safe inspections to residential sites.

III. ENFORCEMENT

The activities used to gain compliance with fire regulations and ordinances.

A. Fire Investigation

1. Continue a fire investigation program to provide adequate fire cause determination.

B. Public Use Restrictions / Closures

1. Revise and issue public use restrictions on fire use.

2. Enforce existing codes and ordinances.

C. Permits

1. Issue cutting/welding/burning permits on public/private land, as required by regulation requirements and measurement direction.

2. Coordinate the training and issue permits to appropriate personnel, to ensure proper issuing techniques and application prior to fire season.

IV. ADMINISTRATION

Those activities that are required to maintain a fire prevention program.

A. Fire Prevention Planning

1. Maintain an updated wildfire prevention plan.
2. Maintain appropriate fire cause information and atlas.
3. Participate in wildfire prevention committees.
4. Train for non-fire personnel.

INCENDIARY Prevention Strategy 8.5

Related Causes:	Grudge Fire, Recurrent (Pyromania), Other-Known/Unknown	05

I. EDUCATION

Those activities that are aimed at changing people's behavior by awareness and knowledge.

A. Community Fire Safe

1. Conduct fire safety programs with homeowner's associations.

2. Conduct fire prevention public education programs with local service clubs.

3. Provide training for volunteer fire departments in public education.

B. Mass Media - Television

1. Utilize effective fire information procedures/systems during incidents while stressing the importance of increased fire prevention efforts.

2. Conduct afternoon local T.V. talk shows.

3. Continue presenting rotating fire prevention messages on cable T.V.

C. Mass Media - Written/Radio

1. Provide local radio PSA's to appropriate stations.

2. Provide local written media with timely news releases.

3. Develop a schedule of fire prevention activities/events/ seasons and prepare news releases to be used on a scheduled basis.

4. Provide local radio PSA book to appropriate stations.

5. Provide local written media with timely news releases.

6 Provide the written media with annual CFFP/AD Council packages/kit.

D. Signing

1. Develop and update annually a fire prevention sign plan that describes:

   - Sign locations (highway, roadside, etc.)
   - Sign standards (size, configuration)
   - Types of messages (seasonally)
   - Maintenance responsibility
   - Procurement procedures

2. Install fire prevention signing at points of significant interest.

3. Repair and maintain existing signs.

4. Design and produce cause specific signing.

E. Fire Prevention High Visibility Public Contact

1. Establish engine patrol routes and implement on a needed basis, i.e., holidays, high use periods and weekends.

2. Implement high visibility fire prevention efforts in the following areas:

- Fire prevention patrol
- Visitor center fire prevention
- Organizational militia approach to fire prevention

F. Agency Printed Material

1. Evaluate all printed material (brochures, flyers, etc.) to determine if adequate fire prevention considerations are being displayed.

G. Public Education – General

1. Develop unique fire prevention campaigns.

H. Internal Communication

1. Implement an agency internal communication system to ensure that employees know existing and predicted conditions such as protection strength, fire weather, fire activity and planned activities.

II. ENGINEERING

Engineering is an activity designed to shield an ignition source (e.g. spark arrester) or remove the fuel which could ignite from a spark or fire brand (clearance around a home).

A. Hazard Reduction

1. Establish fuelbreak in the high risk/hazard areas.

2. Develop an area hazard reduction program to address dispersed and developed recreation sites, hunter camps, turnouts, and places of concentrated public use and population zones.

3. Evaluate the use of prescribed fire to reduce hazards in high use/value areas.

4. Contact highway/road departments to complete/ coordinate highway reduction projects. Meet with all appropriate agencies (pre-season) to prioritize projects.

III. ENFORCEMENT

The activities used to gain compliance with fire regulations and ordinances.

A. Fire Investigation

1. Continue a fire investigation program to provide adequate fire cause determination. Develop an arson task force if needed.

2. All initial attack personnel will receive observation/point of origin/cause determination training (Fire Cause and Determination P-151).

3. Investigate all human caused fires and process trespass actions when appropriate.

B. Public Use Restrictions / Closures

1. Coordinate all fire restrictions and closures with cooperating agencies.

2. Issue Public Use Restriction/Closure Orders/plan as needed.

IV. ADMINISTRATION

Those activities that are required to maintain a fire prevention program.

A. Fire Prevention Planning

1. Maintain an updated wildfire prevention plan.
2. Maintain appropriate fire cause information and atlas.
3. Participate in wildfire prevention committees.
4. Train for non-fire personnel.

Notes

EQUIPMENT Prevention Strategy 8.6

Related Causes:	Brakes, Blasting, Power Lines, Other-Known/ Unknown	06

I. EDUCATION

Those activities that are aimed at changing people's behavior by awareness and knowledge.

A. Community Fire Safe

1. Provide homeowner fire safety material as requested.
2. Conduct fire safety programs with homeowner's associations.
3. Conduct/participate in local town meetings.
4. Provide training for volunteer fire departments in public education.
5. Coordinate activities in a "Fire Awareness Time" annual campaign (spring clean-up, weed abatement program).
6. Coordinate activities in a "Fall Fire Safety" annual campaign (wood stoves, flue, smoke alarms).

B. Mass Media - Television

1. Prepare seasonal PSA's/interviews for local use.
2. Monitor and facilitate the national CFFP/AD Council program with local stations.

3. Utilize effective fire information procedures/systems during incidents while stressing the importance of increased fire prevention efforts.

4. Continue presenting rotating fire prevention messages on cable T.V.

C. Mass Media - Written/Radio

1. Provide local radio PSA's to appropriate stations.

2. Provide local written media with timely news releases.

3. Develop a schedule of fire prevention activities/events/ seasons and prepare news releases to be used on a scheduled basis.

4. Provide local written media with timely news releases.

D. Signing

1. Develop and update annually a fire prevention sign plan that describes:

   - Sign locations (highway, roadside, etc.)
   - Sign standards (size, configuration)
   - Types of messages (seasonally)
   - Maintenance responsibility
   - Procurement procedures

2. Install fire prevention signing at points of significant interest.

3. Repair and maintain existing signs.

4. Design and produce cause specific signing.

E. Fire Prevention High Visibility Public Contact

1. Establish engine patrol routes and implement on a needed basis, i.e., holidays, high use periods and weekends.

2. Implement high visibility fire prevention efforts in the following areas:

   - Fire prevention patrol
   - Visitor center fire prevention
   - Organizational militia approach to fire prevention

F. Agency Printed Material

1. Evaluate all printed material (brochures, flyers, etc.) to determine if adequate fire prevention considerations are being displayed.

G. Public Education – General

1. Participate in educational programs to maintain high visibility of the fire prevention effort. These are programs such as:

   - Fairs
   - Displays
   - Service clubs

2. Consider other fire prevention activities, such as:

   - Fire Prevention Week - mall display
   - Provide fire prevention information at public rooms
   - Conventions of conservation type groups

3. Conduct outdoor fire safety programs, such as:

- Campground talks
- Hunter stations
- Visitor centers
- Check stations
- Reception areas

4. Develop a unique equipment fire safety campaign.

H. Non-Traditional Fire Prevention: Multi-Cultural

1. Develop bilingual written fire prevention, such as:

- Fire regulations

II. ENGINEERING

Engineering is an activity designed to shield an ignition source (e.g. spark arrester) or remove the fuel which could ignite from a spark or fire brand (clearance around a home).

A. Hazard Reduction

1. Contact highway/road departments to complete/ coordinate highway reduction projects. Meet with all appropriate agencies (pre-season) to prioritize projects.

2. Ensure agency owned/maintained roads/facilities are inspected and maintained.

B. Spark Arresters

1. Conduct inspections on all internal combustion equipment on timber sale activities.

III. ENFORCEMENT

The activities used to gain compliance with fire regulations and ordinances.

A. Fire Investigation

1. Continue a fire investigation program to provide adequate fire cause determination.

B. Public Use Restrictions / Closures

1. Coordinate all fire restrictions and closures with cooperating agencies.

2. Establish fire restriction orders (i.e., campfires, fireworks).

3. Revise and issue Public Use Restriction/Closure Orders/ plan as needed.

C. Permits

1. Issue cutting/welding/burning permits on public/private land, as required by regulation requirements and measurement direction.

D. Spark Arresters

1. Provide spark arrester inspections when fuelwood permit field checks are conducted.

2. Provide Spark Arrester Guides to all appropriate employees.

3. Authorized personnel will inspect equipment and off-highway vehicles for legal spark arresters routinely, in applicable areas.

4. Individuals responsible for spark arrester inspections will be provided training and spark arrester guides.

5. Authorized personnel will issue warnings, and/or terminate the activity.

6. In areas of concentrated use, interagency task force activity will be implemented and take necessary actions.

E. Industrial Operations

1. Implement standards and guidelines for all industrial operations as per the guide.

2. Administer an "Industrial Fire Precaution Level" program.

IV. ADMINISTRATION

Those activities that are required to maintain a fire prevention program.

A. Volunteers in Prevention (V.I.P.'s)

1. Recruit/train volunteers in fire prevention to complete selected fire prevention activities.

B. Fire Prevention Planning

1. Maintain an updated wildfire prevention plan.

2. Maintain appropriate fire cause information and atlas.

3. Participate in wildfire prevention committees.

4. Train for non-fire personnel.

Notes

RAILROAD Prevention Strategy 8.7

Related Causes: Exhaust, Brakes, Other-Known/Unknown 07

I. EDUCATION

Those activities that are aimed at changing people's behavior by awareness and knowledge.

A. Fire Prevention High Visibility Public Contact

1. Establish engine patrol routes and implement on a needed basis, i.e., holidays, high use periods and weekends.

B. Public Education – General

1. Develop a unique railroad fire prevention campaign with local railroad companies. Provide incentives.

II. ENGINEERING

Engineering is an activity designed to shield an ignition source (e.g. spark arrester) or remove the fuel which could ignite from a spark or fire brand (clearance around a home).

A. Hazard Reduction

1. Evaluate the use of prescribed fire to reduce hazards in high use/value areas.

B. Railroads

1. Coordinate, with cooperating agencies, to annually inform the railroad companies of right-of-way clearance requirements and fire prevention measures.

2. Complete spots checks on the right-of-way to ensure compliance.

III. ENFORCEMENT

The activities used to gain compliance with fire regulations and ordinances.

A. Fire Investigation

1. Continue a fire investigation program to provide adequate fire cause determination.

2. All initial attack personnel will receive observation/point of origin/cause determination training (Fire Cause and Determination P-151).

3. Inspect railroad right-of-way.

B. Spark Arresters

1. Provide Spark Arrester Guides to all appropriate employees.

2. Individuals responsible for railroad spark arrester inspections will be provided training and spark arrester guides.

3. Authorized personnel will issue warnings, and/or terminate the activity.

IV. ADMINISTRATION

Those activities that are required to maintain a fire prevention program.

A. Fire Prevention Planning

1. Maintain an updated wildfire prevention plan.
2. Maintain appropriate fire cause information and atlas.
3. Participate in wildfire prevention committees.
4. Train for non-fire personnel.

Notes

JUVENILES Prevention Strategy 8.8

Related Causes:	Recurrent, Fireworks, Ignition Devices (Play with Matches), Other-Known/Unknown	08

I. EDUCATION

Those activities that are aimed at changing people's behavior by awareness and knowledge.

A. Community Fire Safe

1. Conduct fire safety programs with homeowner's associations.

2. Conduct fire prevention public education programs with local service clubs.

3. Provide training for volunteer fire departments in public education.

4. Implement programs such as Neighborhood Watch, Junior Forest Ranger and Fire Safe programs.

B. Mass Media - Television

1. Prepare seasonal PSA's/interviews for local use.

2. Continue presenting rotating fire prevention messages on cable T.V.

C. Mass Media - Written/Radio

1. Provide local radio PSA's to appropriate stations.

2. Provide local written media with timely news releases.

3. Conduct children's contest to develop PSA's.

4. Provide local written media with timely news releases.

D. Public Awareness Through Electronic Media (Audio Visual)

1. Incorporate fire prevention messages into existing and future popular audio/visual programming.

   - Pre-school (3-5 years old): Incorporate fire prevention messages into existing and future popular audio/visual programming.

   - K-6 (5-12 years old): Utilize the current hero image in transmitting the fire prevention message, i.e., movie and T.V. heroes and sports figures.

E. Agency Printed Material

1. Pre-school (3-5 years): Develop the fire prevention message in updated coloring and story books.

2. K-6 (5-12 years): Implement new and innovative printed material such as comic books, posters, stickers, etc. Consider utilization of the same themes as electronic media.

3. 7-12 (12-17 years): Same as K-6 but expand into teen-type magazines, stickers, posters, etc.

F. Teenage – Young Adult Fire Prevention

1. Develop a fire prevention program geared toward teenagers and young adults.

2. Participate in a fire awareness program and career day activities at local intermediate schools.

G. Public Education – General

1. Develop an organized effort, and provide "co-op" coordination for fire education activities associated with fire prevention characters.

2. Conduct the following prevention programs/contacts with local schools in/or adjacent to priority areas (w/ cooperators):

   - Kid Kit for Fire Safety
   - Team teaching
   - Conduct outdoor fire safety programs (campfire safety)
   - Monitor/facilitate school fire safety curriculum
   - Develop wildfire information programs for high school/junior high school levels (i.e., school trading cards/posters)

3. Continue the use of Smokey and the American Cowboy as a prevention tool.

4. Participate in interagency education programs to maintain high visibility of the fire prevention effort. These are programs such as: Smokey Bear (CFFP), Smokey Sports, parades, fairs, and displays.

5. Develop unique fire prevention campaigns.

6. Participate in educational programs to maintain high visibility of the fire prevention effort. These are programs such as:

   - Little League/soccer
   - Smokey Bear (CFFP)
   - Sports
   - Parades
   - Fairs

7. Consider additional school/youth educational activities with the following:

   - Environmental education 4th grade
   - Day care centers
   - Intermediate schools
   - Indian reservations
   - Boy/Girl Scouts

H. School Programs and Team Teaching

1. Develop a training package (slide/tapes and guidebook) to provide uniformity to team teaching.

2. Update existing individualized learning kits for K-3.

3. Develop an elementary fire prevention education program for computer application covering grades 4-6.

4. Develop an intermediate fire prevention education program for computer application covering grades 7-9.

5. Work with the Department of Education to rebuild rapport for fire prevention programs.

6. Develop guides for teachers for implementing fire prevention into their classrooms.

7. Develop a bilingual team teaching program.

I. Pre-School Fire Prevention

1. Develop an education kit to include visual aids, fire prevention messages, conservation messages, instructor's guide and employee's guide for presentation of materials. "Education Kit" could include 1) puppet show script and instructions; 2) development of a fire prevention game; 3) development of a coloring book to incorporate fire prevention rules.

J. Character Appearance

1. Conduct Smokey Bear and other character appearances, programs and other uses as per Standard Guidelines.

K. Non-Traditional Fire Prevention: Multi-Cultural

1. Incorporate bilingual into school programs as appropriate.

2. Develop bilingual written fire prevention, such as:

   - Team teaching

II. ENGINEERING

Engineering is an activity designed to shield an ignition source (e.g. spark arrester) or remove the fuel which could ignite from a spark or fire brand (clearance around a home).

III. ENFORCEMENT

The activities used to gain compliance with fire regulations and ordinances.

IV. ADMINISTRATION

Those activities that are required to maintain a fire prevention program.

A. Fire Prevention Planning

1. Maintain an updated wildfire prevention plan.
2. Maintain appropriate fire cause information and atlas.
3. Participate in wildfire prevention committees.
4. Train for non-fire personnel.

MISCELLANEOUS Prevention Strategy 8.9

Related Causes:	Aircraft, Burning Building, Fireworks (Adult), Other-Known/Unknown	09

I. EDUCATION

Those activities that are aimed at changing people's behavior by awareness and knowledge.

A. Community Fire Safe

1. Provide homeowner fire safety material as requested.
2. Conduct fire safety programs with homeowner's associations.
3. Conduct fire prevention public education programs with local service clubs.
4. Provide training for volunteer fire departments in public education.
5. Coordinate activities in a "Fire Awareness Time" annual campaign (spring clean-up, weed abatement program).
6. Coordinate activities in a "Fall Fire Safety" annual campaign (wood stoves, flue, smoke alarms).

B. Mass Media - Television

1. Prepare seasonal PSA's/interviews for local use.
2. Coordinate efforts with fire prevention cooperators to develop television public service announcements.

3. Monitor and facilitate the national CFFP/AD Council program with local stations.

4. Utilize effective fire information procedures/systems during incidents while stressing the importance of increased fire prevention efforts.

5. Conduct afternoon local T.V. talk shows.

C. Mass Media - Written/Radio

1. Provide local radio PSA's to appropriate stations.

2. Provide local written media with timely news releases.

3. Develop a schedule of fire prevention activities/events/ seasons and prepare news releases to be used on a scheduled basis.

4. Provide local written media with timely news releases.

5. Provide the written media with annual CFFP/AD Council packages/kit.

D. Mass Media - General

1. Public Meetings – Participate with city councils, county commissioners to proclaim Fire Prevention Week

2. Develop a system to incorporate roadside billboard signing in selected areas.

E. Signing

1. Develop and update annually a fire prevention sign plan that describes:

   - Sign locations (highway, roadside, etc.)
   - Sign standards (size, configuration)
   - Types of messages (seasonally)
   - Maintenance responsibility
   - Procurement procedures

2. Install fire prevention signing at points of significant interest.

3. Implement a highway rest stop fire prevention signing program.

4. Implement a highway rest area/visitor information center fire prevention display program.

5. Repair and maintain existing signs.

6. Design and produce cause specific signing.

F. Fire Prevention High Visibility Public Contact

1. Establish engine patrol routes and implement on a needed basis, i.e., holidays, high use periods and weekends.

2. Implement high visibility fire prevention efforts in the following areas:

   - Fire prevention patrol
   - Visitor center fire prevention
   - Organizational militia approach to fire prevention

G. Agency Printed Material

1. Evaluate all printed material (brochures, flyers, etc.) to determine if adequate fire prevention considerations are being displayed.

2. Inventory, plan, and evaluate future publication needs and develop a timeline for completion.

3. Develop publication standards and guidelines, and control procedures for future publications or revised publications.

H. Public Education – General

1. Participate in educational programs to maintain high visibility of the fire prevention effort. These are programs such as:

   - Parades
   - Fairs
   - Displays
   - Service clubs

2. Consider other fire prevention activities, such as:

   - Fire Prevention Week - mall display
   - Recreation & boat show
   - Provide fire prevention information at public rooms
   - Conventions of conservation type groups
   - Hunter safety booth

3. Conduct outdoor fire safety programs, such as:

- Campground talks
- Hunter stations
- Visitor centers
- Check stations

Reception areas

II. ENGINEERING

Engineering is an activity designed to shield an ignition source (e.g. spark arrester) or remove the fuel which could ignite from a spark or fire brand (clearance around a home).

A. Hazard Reduction

1. Develop an area hazard reduction program to address dispersed and developed recreation sites, hunter camps, turnouts, and places of concentrated public use and population zones.

2. Inventory undeveloped sites and hazard areas, and complete necessary hazard reduction.

3. Contact highway/road departments to complete/ coordinate highway reduction projects. Meet with all appropriate agencies (pre-season) to prioritize projects.

B. Spark Arresters

1. Conduct inspections on all internal combustion equipment on timber sale activities.

C. Campfire Safety

1. Implement a campfire safety program, such as:

   - Campfire safety handouts
   - Stake campfire rings at dispersed sites.

III. ENFORCEMENT

The activities used to gain compliance with fire regulations and ordinances.

A. Fire Investigation

1. Continue a fire investigation program to provide adequate fire cause determination.

B. Public Use Restrictions / Closures

1. Revise and issue Public Use Restriction/Closure Orders/ plan as needed.

C. Spark Arresters

1. Authorized personnel will inspect equipment and off-highway vehicles for legal spark arresters routinely, in applicable areas.

IV. ADMINISTRATION

Those activities that are required to maintain a fire prevention program.

A. Early Warning

1. High fire danger conditions which include, but are not limited to, the following, will require additional strategies:

    - Spring/fall seasons
    - Low fuel moisture
    - Extreme burning index
    - Dry lightning
    - Depleted initial attack capabilities (resource drawdown)
    - Going fires
    - Red flag weather conditions

2. The above indicators will require consideration of the following measures:

    - Additional staffing
    - Pre-positioning of resources
    - Increased detection
    - Patrols
    - Media applications

3. Improve fire reporting to provide a more accurate fire cause.

B. Fire Prevention Planning

1. Maintain an updated wildfire prevention plan.
2. Maintain appropriate fire cause information and atlas.
3. Participate in wildfire prevention committees.
4. Train for non-fire personnel.

Prevention Program Evaluation *9.0*

Wildland fire prevention programs should be evaluated regularly to maintain their effectiveness and efficiency. The following information and questions are provided to assist with the development and evaluation of a prevention program.

PREVENTION ACTIVITY EVALUATION

Prevention activities will not be effective unless they are completed as scheduled. A prevention activity evaluation, done annually or more often, should determine if the prevention activities/actions are being successfully completed as planned.

> Have the prevention activities been completed as scheduled? If not, why? Was funding reduced? Were there performance problems by specific individuals? If so, who and why?

PREVENTION STRATEGY EVALUATION

The prevention strategies cannot be expected to be effective unless all their component prevention activities are implemented. An evaluation of the prevention strategies, done every three to five years, should determine if the selected strategies are effectively reducing costs and losses from wildland fire.

> Are the prevention strategies reducing the costs of fire suppression and damages caused by wildland fires within the unit? If not, have the targeted fire causes changed or moved to other areas? If not, the prevention strategies may need to be reevaluated and/or redefined to more effectively affect the priority prevention area(s) and user group(s).

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